COMNAVCRUITCOMINST 1000.3B (HDQ)
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15 Jul 2010

COMNAVCRUITCOM INSTRUCTION 1000.3B (HEADQUARTERS)

Subj: FORMAL MILITARY MENTORSHIP PROGRAM

Ref: (a) CNO's 2008 Guidance – Developing 21st Century
            Leaders
        (b) NAVPERSCOMINST 5300.1
        (c) OPNAVINST 1040.11c
        (d) Navy Knowledge On-Line (NKO)

Encl: (1) Formal Mentor Guidance for Protégé Worksheet
       (2) Formal Mentor/Protégé Worksheet

1. <u>Purpose</u>. To provide guidance for a Command Mentorship
Program for Navy Recruiting Command (NAVCRUITCOM) personnel, per
reference (a), most current CNO Command Mentorship guidance
published.

2. <u>Cancellation</u>.   COMNAVCRUITCOMINST 1000.3A.

3. <u>Discussion</u>

    a. Mentorship creates an environment where individuals feel
valued and motivated to exceed. The goal of the program is to
provide guidance needed for all military members of NAVCRUITCOM
to develop into 21st century leaders. The mentorship program is
a relationship between individuals who work together toward a
mutually defined goal of developing the protégé's skills,
abilities, knowledge and thinking. The program is designed to
develop mentor/protégé relationships already established from
supervisor/subordinate associations. It is also recommended
that personnel seek mentors outside of their prospective chain
of command in any desired field of expertise or advisement.

    b. Providing positive, proactive mentorship is a proven
means of enhancing the quality of service from all personnel.
Senior officers and enlisted personnel alike have long
recognized their responsibilities for the professional and
personal development of junior personnel. Living up to this
responsibility largely consists of taking an active interest in
the member's goals and desires, helping to develop and implement

plans to meet those goals. Senior-junior working relationships are the basis of mentorship and it forms the foundation of our efforts to cultivate and retain our personnel. A successful mentorship program will provide a blueprint for building mentor/protégé relationships while providing a continuous feedback system monitoring the effectiveness of the process and providing desired change recommendations throughout the command. The mentorship program also promotes personal and professional excellence and involvement throughout the command, maximizing every service member's potential.

4. <u>Objective</u>. To establish a NAVCRUITCOM Mentorship Program designed to assist all assigned officer and enlisted personnel with their personal and professional development. Mentorship will ultimately prepare each individual for specific and general responsibilities that they may be required to assume during the course of their career. Several programs exist to help the mentor with the subordinate's professional development. These include, but are not limited to, career counseling, fitness reports and evaluations, professional military education, technical and academic education, assignment opportunity, recognition programs, core values, navy history/heritage, and professional ethics.

5. <u>Definitions</u>. The following are common terms associated with the NAVCRUITCOM mentoring program:

    a. Mentor. A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced in professional development and not necessarily based on rank or pay-grade. The mentor/protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

    b. Protégé. A protégé, or mentee, is the junior inexperienced person in professional development, being mentored by his/her mentor.

    c. Formal mentoring. Consists of mentorship pairings (R (mentor-protégé) automatically assigned based on supervisor-to-subordinate relationships. Only one mentor is assigned per protégé under this formal setting. Goals are established from the beginning with progress towards goal attainment tracked through Mentor/Protégé worksheet documentation. Command training and support is provided by the command throughout the entire program.

d. Informal mentoring. Informal mentoring occurs when a   (R
mentorship pairing is established without the assistance or
guidance from the command. Mentees typically find mentors on
their own, without the requirement to document meetings or
progress. The protégé may have as many informal mentors as
needed.

6. <u>Records</u>. The Mentor Guidance and Protégé Worksheet,
enclosures (1) and (2), shall be used as a minimum to document   (R
formal mentorship within 30 days of protégés' initial CDB,
quarterly thereafter, within 30 days prior to negotiating PCS
orders and 9 months prior to EAOS (separation/retirement). A
copy shall be forwarded to protégé's Departmental Mentorship
Coordinator and made available for the Senior Enlisted Leader
(SEL) to review as warranted. In addition, both the mentor and
protégé will keep a copy on file until the protégé reaches
his/her EAOS/PRD. A quarterly compliance report and a semi-
annual report analyzing data for command trends and training
guidance shall be forwarded by the Command Mentorship Program
Coordinator (CMPC) to the Chief of Staff (COS) via the SEL.

7. <u>Responsibilities</u>

    a. Commander, Navy Recruiting Command will define program
requirements and overall direction.

    b. Chief of Staff (COS) will:

        (1) Have overall responsibility of the entire program.

        (2) Review semi-annual trend and training reports and
identify areas in need of training and guidance.

    c. Department Heads will:

        (1) Monitor the effectiveness of mentorship programs and
provide feedback to the CMPC of lessons learned which, in-turn,
will provide lesson topics for future command-wide training
evolutions.

        (2) Develop and promote a robust mentorship program
within their area of responsibility.

    d. SEL will:

        (1) Monitor the program to ensure success.

(2) Assign a CMPC. The CMPC shall be a Senior or Chief Petty Officer.

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(3) Monitor the initial program implementation and mentorship training.

(4) Assist as necessary with mentor duties for all Chief Petty Officers assigned to the command.

e. CMPC will:

(1) Be responsible for all administration and training requirements and execution in all aspects of the program.

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(2) The CMPC shall conduct the initial mentorship brief to newly reported command military personnel through the command indoctrination program.

(3) Assist supervisors in maintaining an effective mentor/protégé program.

(4) Assign a CMPC assistant (CMPCA), who shall be at least a First Class Petty Officer in pay-grade or higher.

(5) Conduct monthly spot-checks on division notebooks and submit quarterly compliance reports - due on the 15th of October, January, April and July to SEL for review.

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(6) Submit semi-annual report analyzing data for command trends and training guidance to the Chief of Staff (COS) via the SEL by the 15th every February and August.

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(7) Conduct at a minimum, semi-annual training command wide and whenever needed or warranted, based on command trend and analysis and overall mentorship needs of command personnel.

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f. CMPCA will:

(1) Assist the CMPC in all administration matters relating to the tracking, coordinating and organization throughout the program and conduct training evolutions as required.

g. Departmental Mentorship Coordinators (DMC's) will:

(1) Be the senior officer and enlisted of each department to represent their prospective enlisted and officer personnel.

(2) Perform as senior mentors to their prospective junior mentors, providing feedback, analysis and training of the overall department to the CMPC or CMPCA.

(3) Ensure program integrity by compiling quarterly   (R
worksheets and maintaining departmental notebooks. These notebooks will be made available for monthly spot-checks and data gathering by the CMPC for semi-annual trend and analysis reporting to the SEL. Combine both enlisted and officer information and worksheets into one notebook for consolidation purposes. Maintain Departmental Mentorship Notebook in a secure environment to ensure confidentially. The Mentorship Program is intended to have a minimum amount of record keeping and paperwork. Maintaining the departmental notebook is the only   (R
administration requirement to organize and successfully manage this program. The notebook shall contain the following information constructed accordingly:

(a) TAB I: INSTRUCTIONS. To include a complete   (R
copy of the Mentorship Program instruction and other discretionary related instructions.

(b) TAB II: TRAINING. To include all related   (R
lesson plans, command indoctrination, training and "All Hands" calls information, department level guidance, and mess/ward "lessons learned" tutorials, etc.

(c) TAB III: ROSTERS. To include monthly updated   (R
departmental command roster including EAOS/transfer/ and reported on board dates.

(d) TAB IV: WORKSHEETS. To include completed and   (R
blank quarterly Mentor/Protégé worksheets.

(e) TAB V: MISCELLANEOUS. Self explanatory.

   h. Mentors (supervisors) will:

(1) Know their people and accept personal responsibility for them. Accordingly, each mentor must take an active role in the professional development of the people they supervise. Mentors provide feedback, inspire, encourage, and

serve as a positive role model as well as take part in Career
Development Boards (CDB), Disciplinary Review boards (DRB) or
Non-Judicial Punishment proceedings (NJP) with their protégé.

(2) On a case-by-case basis, a formal mentor that wasn't
otherwise available in the protégé's department can be an
individual from another work center or department who has the
experience and the time necessary to assist the protégé. This
is the exception, not the rule and in all cases, approval must
be obtained via a special request chit that includes the CMPC
and both chain of commands of the mentoring pair, if applicable.

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(3) It is not expected that the mentor have the ability
to address all needs of their protégés. The mentor should refer
to other available resources such as the Command Career
Counselor, DAPA, and other pertinent Chain of Command members to
provide additional mentorship in addressing their protégés'
specific needs.

(4) Mentors can expect to have more than just one
protégé, dependent on how many subordinates are actually
assigned to that supervisor in his/her area of responsibility.
An example of basic NAVCRUITCOM officer and senior enlisted
mentorships:

(a) Commander, Navy Recruiting Command will mentor
the Deputy.

(b) Deputy will mentor the COS.

(c) COS will mentor all senior officer department
heads.

(d) Department heads will mentor their senior
officers assigned to their prospective departments.
Senior/junior officer mentorship pairings will be assigned at
the earliest opportunity by department heads, but not later than
90 days after reporting aboard.

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(e) FORCM, NAVCRUITCOM will mentor the SEL

(f) SEL will mentor all senior departmental Leading
Chief Petty Officer's (LCPO).

(g) LCPO's will mentor their Chief Petty Officers
(CPO's).

(h) CPO's will mentor Leading Petty Officers (LPO's) or their prospective subordinates.

(5) The mentor is vital in the success of the mentorship program primarily by assisting the protégé in meeting their goals. They can assist by:

(a) Continuously challenging the protégé in assignments providing immediate and constructive performance feedback.

(b) Assist in setting realistic professional and personal development goals.

(c) Participate in the evaluations and fitness reports of the protégé.

(d) Maintain an effective mentor/protégé process within their specific department.

(e) Have direct involvement in the professional development of their protégé.

(f) Distinguish between personal, individual, and career goals and realistic expectations.

(g) Continually challenge and encourage protégés to improve.

(h) Ensure protégés attend both command indoctrination and initial CDB.

(i) Act as trusted counselors, or guides, who assist the mentored service member in setting and achieving goals.

(j) Discuss short, mid and long-term personal, professional, and educational goals and ways to achieve them.

(k) Provide guidance, support, and encouragement throughout the length of the Mentor/Protégé relationship.

(l) Be available to meet with the protégé at intervals sufficient to assess developmental needs, help prepare individual plans, and monitor progress toward achieving objectives.

(m) Ensure protégés complete all formal training requirements throughout his/her NAVCRUITCOM tour such as GMT, OJT and PQS.

i. Protégé's will:

(1) Define their vision and goals of where they project themselves for short, mid and long-term milestones. It is important that they define their career goals and have or are provided with necessary information or skills needed to obtain these goals such as academic, technical, and professional courses or assignments. Mentors assist protégé's in understanding this process while guiding them to develop strategies to overcome barriers and accomplish desired goals.

(2) Take responsibility for their career and goals. Although they have the benefit of the mentor's guidance, they are responsible for their own path. The mentor may guide the protégé on the path to earn a promotion for instance, but it is the protégé who must earn it.

(3) To increase opportunity for success, a protégé should:

(a) Have a receptive attitude to honest feedback, new ideas, suggestions, and perspectives of others.

(b) Be eager to take on new assignments and challenges and be open to change.

(c) Be willing to wait for the optimal time for developmental opportunities to occur.

(d) Strive for positive changes that should occur over the development period.

(4) Utilize available command mentorship resources as needed to realize goals or overcome obstacles. Examples of this include:

(a) A member who has failed the advancement exam requests a mentor in the same rate to provide him or her guidance for the next exam.

(b) A member who is thinking of transitioning to another career field and wants to learn about that field before making a decision.

(c) A member who wants to improve their score on the physical fitness assessment and desires assistance in improving their physical strength.

j. Additional guidance on Mentor and Protégé relationships:

(1) Documented formal mentorship, via the worksheet, will begin at a minimum, within 30 days after the initial Career Development Board (CDB) and quarterly thereafter. Ensure initial Mentorship/Protégé Worksheet is made available and presented to the CDB board for inclusion and review. Depending on the inexperience and needs of the protégé, mentorship meetings may need to be conducted more frequently than the mandatory quarterly sessions. Regardless how many are needed; they should be formal in nature, including documenting Mentor/Protégé Worksheets to track progress.

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(2) To enhance partnership building, the mentor and protégé should recognize that both are professional partners. Mentors and protégés should make every effort to build trust through communication, availability, reliability, and loyalty. Barriers that partnerships face may include miscommunication, an uncertainty of each other's expectations, and perceptions of other people. In order to overcome these barriers, they should work together to maintain communication, address and fix obvious problems as they occur, examine how decisions might affect goals, and have frequent discussions on progress.

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(3) Use a planner (Outlook is recommended) to schedule a recurring date and time and maintain that schedule. Designate a meeting area such as a conference room or office to control interruptions. Frequently "check-in" with each other via informal telephone calls or emails.

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(4) Certain mentorship relationships may last for only a short period if the protégé's need is to reach a specific goal and that goal is met during the mentorship process. On those occasions, when the goal is obtained, action should be taken to recognize the protégé's success as well as the mentor's assistance in achieving that success. When appropriate, these

successes should also be documented in evaluations, fitness reports and, if justified, award ceremonies.

(5) Participation in the NAVCRUITCOM Mentoring Program is mandatory for all military personnel

8. <u>Action</u>. Mentorship is an inherent responsibility of good leadership and offers a cost effective approach in growing and grooming a seasoned force. Personnel are more effective at carrying out the mission when they are professionally prepared to assume the duties and responsibilities in-line with their grade or position. These guidelines will assist the   (R
command in designing a professional program to help develop the skills and leadership abilities of less experienced personnel, enabling them to reach their maximum potential. Although the focus is normally career-oriented, it also includes specific personal goals that the member has set out to achieve. Other specific action items pertinent to maintaining an effective command mentorship program are:

a. Provide constructive feedback up and down the chain of command.

b. For enlisted personnel, include service members immediate supervisors' name, rank and office phone number in the commands "Welcome Aboard" package/letter. This notification officially identifies and assigns their respective mentors.

c. Enlisted mentors shall attend the members initial CDB per reference (c).

d. Protégé(s) should have an understanding of the level of   (R
confidentiality they can expect, which should always be confidential. However, information can be disclosed to parties outside the normal chain-of-command if command interests warrant release, including but not limited to, investigations for law enforcement purposes, etc.

9. <u>Tools and references</u>. Good mentorship programs are referenced from various helpful resources to provide a well-rounded program. The following are examples that are available to assist in all aspects of a successful command mentor program:

a. Navy Knowledge On-line (NKO): HTTP://WWW.NKO.NAVY.MIL. E-learning lessons can be accessed on the "Learning" tab on the front page of NKO, located between the "leadership" and

"reference" tabs. Then click on "Navy e-Learning" box located
in the upper middle-right of page, continue in "content" box
located on lower left of page and access "view all items". When
catalog page loads, locate empty box in upper-center of page
above "catalog code", enter entire catalog code (ex: COMM000T),
then click on "search" to locate course. Courses offered are:

   (1) Communication courses:

     (a) COMM000T: Interpersonal Communication Skills

     (b) COMM0150: Effective Listening Skills

     (c) COMM0140: Emotional Intelligence in the
Workplace

     (d) 45215: Applying Emotional Intelligence in the
Workplace

   (2) Human Resource Curriculum:

     (a) HR0210: Behavioral Interviewing

   (3) Leadership:

     (a) LEAD0140: Going from Management to Leadership

     (b) LEAD0230: Leading the Workforce Generations

   (4) Management:

     (a) MGMT0280: Coach with Confidence

     (b) MGMT0250: Mentoring Essentials

     (c) Correcting Performance Problems:

      (1) 41064: Identifying

      (2) 41065: Addressing

      (3) 41066: Disciplining Employees

 b. Other On-line resources:

(1) Chief of Naval Education and Training:
https://www.cnet.navy.mil/cnet/cld/cldbrohnd.html

(2) Human Resources Development Council
http://www.peer.ca/mentor.html

(3) National Mentoring Partnership
http://www.mentoring.org

/s/
W. C. MARVEL
Chief of Staff

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<u>Formal Mentor Guidance For Protégé Worksheet</u>

1. The mentor is the strength and the key to a successful program. Ensure you pass the knowledge and experience that made you successful along to your protégé. This responsibility ensures that our service members and ultimately our Navy, remains the finest in the world.

2. Basic Responsibilities:

    a. Act as a source of information.

    b. Tutor specific skills and behaviors.

    c. Give feedback regularly.

    d. Coach activities that add to current experience and skill levels.

    e. Serve as a confidant when requested.

    f. Assist the protégé in planning a career path.

    g. Maintain the integrity of the relationship.

3. Key Behavior for Mentors:

    a. Ask questions to help the protégé think through complicated projects or situations.

    b. Provide feedback valuing your own experiences and lessons learned, to help protégé's in similar situations.

    c. Work with and alongside the protégé.

    d. Provide guidance to improve the quality of their work.

    e. Train to improve inter-personal relationships so protégé's know how they can better communicate with others throughout the command.

    f. Discuss with the protégé on career interests and desired job assignments and develop a plan to accomplish these goals.

g.   Mentor protégé's concerning non-traditional education and community volunteer work opportunities. Assist them in attaining goals set as agreed by both mentor and protégé.

4.   Simply having a mentor does not guarantee success. The protégé is primarily responsible for their progress and success. However the following potential rewards are worth the effort:

a.   Productivity and performance increases.

b.   Job satisfaction increases.

c.   Technical and organizational knowledge aspects of the command improves.

e.   Goals are achieved more quickly.

f.   The likelihood of success increases.

g.   Increased organizational awareness is attained.

h.   Willingness to assume responsibility for growth and development increases.

i.   Professional advancement increases (promotions in pay grade).

j.   Protégé seeks more challenging assignments.

5.   General Focus points of mentoring:

a.   <u>Junior Enlisted Personnel</u>

(1) Financial responsibility
(2) Goal setting and achievement
(3) Team building
(4) Career planning
(5) Professional watch-standing qualifications
(6) Education opportunities
(7) Advancement

b.   <u>Mid-Grade Enlisted Personnel</u>

(1) Leadership
(2) Management

(3) Professional qualifications

(4) Team building
(5) Career planning
(6) Educational advancement
(7) Financial responsibility

c. <u>Senior Enlisted Personnel</u>

(1) Leadership
(2) Advanced management
(3) Team building
(4) Educational advancement
(5) Career planning

d. <u>Junior Officers</u>

(1) Leadership
(2) Management
(3) Professional development
(4) Career planning
(5) Educational advancement
(6) Financial responsibility

e. <u>Mid and Senior-Grade Officers</u>

(1) Leadership
(2) Management
(3) Educational advancement
(4) Progress to career milestones
(5) Specialty development
(6) Joint expertise

Formal Mentor/Protégé Worksheet

_____   _____
      Protégé Name/Rate   Report Date

_____   _____
      Mentor Name/Rate   EAOS/PRD Date of Protégé

Goals (Short, Mid and Long-term)
_____
Qualification Milestones (e.g., watch standing qualifications, in-rate qualifications, review PQS progress)

☐Achieved Highest Qual   ☐Currently Qualifying   ☐Other
                           (Check one)

_____
Advancement Milestones (e.g., examinations dates, examination requirements, review Profile Sheets, develop study plan)

☐1ST time eligible   ☐PNA'd Previous   ☐ Not eligible   ☐ Other
                         (Check one)

_____

Current and desired education (e.g. college, professional
courses SAT, ACT, review enrollment forms, class/course
schedule)

☐Enrolled/Attending ☐On-line/In-class ☐CLEP ☐NKO
☐Enrolled not attending ☐None ☐ Other
                    (Check all that apply)

_____

Progress/Accomplishments since last meeting (e.g.
qualifications, milestones and advancement achieved, education
progress)

☐Qualification ☐ Milestone ☐Advancement ☐Education ☐
Other
                (Check all achieved that apply)

_____

Goals for the next quarter

_____

Comments

_____

_____
Mentor (signature)   (Date)

_____
Protégé (signature)   (Date)